

UNIVERSITY MICROFILMS  
313 NORTH FIRST STREET  
ANN ARBOR, MICH.

Indiana State Teachers College  
Terre Haute, Indiana

March, 1959



Volume XXX, Number 5

*The Teachers College*

**JOURNAL**

## CONTENTS

VOLUME XXX, NUMBER 5

MARCH, 1959

- |    |   |                    |
|----|---|--------------------|
| 71 | A New View of the I. Q.                           | James B. Bonder    |
| 73 | The Supervising Teacher Looks at Student Teaching | Bert Anson         |
| 75 | The Role of the Educational Secretary             | Merle M. Carlin    |
| 80 | UNESCO in the Coming Era of Co-Existence          | Walter H. C. Laves |
| 85 | Equalizing Educational Opportunities              | Mary C. Huber      |
| 86 | A Christmas Story in Song                         | Linda Duggleby     |

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcome, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of views so expressed. At all times the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

RALEIGH W. HOLMSTEDT  
President

CHARLES W. HARDAWAY  
Editor

DIANE PORTER  
Assistant to the Editor

EDITORIAL ASSOCIATES  
Olis G. Jamison  
Richard E. Thursfield  
Jacob E. Cobb

EDITORIAL BOARD  
Richard E. Thursfield  
Beryl Haynes, Jr.  
Olis G. Jamison  
Raleigh W. Holmstedt  
Ex-officio



**MARCH COVER:** Student Teacher, Geraldine Radecke, conducts classroom activities with the Laboratory School kindergarten group.

---

## THE *Teachers College Journal*

Published October, November, December, January, March, and May by Indiana State Teachers College, Terre Haute, Indiana. Entered as second-class matter October 5, 1931, at the Post Office at Terre Haute, Indiana, under act of August 24, 1912.

---

# A New View of the I.Q.

*A Message Written By An Educator For Educators*

JAMES B. BONDER, Professor of Education

State Teachers College

West Chester, Pennsylvania

How old are you? Are you 15-20 35 - 45 or perhaps 60? Do you know your I. Q.? Or will you go through life never knowing that exaggerated statistical formula? This condition is further complicated because others—yes many others—know it, despite the fact that it is your personal information. For nearly a half century educators have exposed pupils to I. Q. tests and have been consistent in their refusal to divulge the result to the student or parent. Is it not un-American to have learners undergo an examination the result of which will never be revealed to them? In a day when democracy is preached from every rostrum and pulpit, this sinister practice violates all the known laws of logic and democracy. During the Kefauver Hearing, many well-known gamblers refused to testify on the grounds that they would incriminate themselves. They called on the protective mantle of the Fifth Amendment. Someday, somewhere in this land of ours, a youngster in an American public school will arise during the administration of an I. Q. test, walk up to the teacher, surrender his paper and say, "I refuse to take this test on the grounds I will incriminate myself." Seeds of controversy will be planted and serious repercussions will follow; nevertheless, do not our children enjoy the same protection as our infamous gamblers? Why should a pupil submit to an evaluative criteria which may make public a low I. Q., fashion him a scapegoat, and expose him to ridicule, invectives and sarcasm?

## No One Will Tell You

Now, you ask yourself, why the furor and excitement over the I. Q.? No one understands it and others

care less. The intent of this article is to develop understanding by turning on the search light of truth. Today the I. Q. is no longer a statistical concept. It has become an emotion. It is the product of emotional reasoning generally discussed in an atmosphere of mystery which has led to an emerging hush-hush attitude of suspicion and miscomprehension. If you doubt the authenticity of this last sentence, stop reading! Walk up to your high school and politely ask the principal to inform you of your I.Q. Your request will be refused despite the fact that you are in the twilight of your career; have been a successful business man; reared a family of four; and are now a grandfather. Sustained attempts to obtain this complicated formula have resulted in complete failure. School authorities are reluctant to fulfill your inquiry on the grounds that disclosure would have dire results. Consequently, fanatical precautions are taken by educators; they don't even tell each other. It is strictly confidential material to be placed under lock and key and guarded with the same zeal as new military weapons. Failure to generalize this information renders it obsolete notwithstanding the investment of many thousands of dollars.

Let us attempt to break through the maze of technical difficulty by untangling the web of misunderstanding. If successful, one of the greatest educational needs of our time will have been fulfilled.

## The I. Q. Defined

Perhaps the I. Q. should be defined in terms easily grasped by parents and pupils. The I. Q. measures one's aptitude for learning in terms of how much difficulty can be han-

dled. All pupils possess intelligence for it is quantitative not qualitative. The difference exists only in degrees. The low I. Q. can and often does learn exactly as much as the high I. Q. if equal educational opportunities are afforded. The only distinction is that the former accomplishes it with increased difficulty and needs more time. We cannot label the low I. Q. as non-learners, and high I. Q. as learners. I. Q., therefore is designed primarily to describe the rate of mental growth not its presence or absence. All pupils falling in the following table enjoy some ability to learn:

Classification	I. Q.
Idiot	0 - 25
Imbecile	25 - 50
Moron	50 - 70
Borderline	70 - 80
Low Normal	80 - 90
Normal	90 - 110
Superior	110 - 120
Very Superior	120 - 140
Near Genius	140 - 160
Genius	160 or better

Incidentally, I. Q. is not the absolute determiner of the quality and adequacy of success. Other factors are important, too, such as social, mechanical and aesthetic abilities. Valid proof of this may be found in the tremendous success enjoyed by so many of the so-called low I.Q. Everyone can learn up to certain degrees and can subsequently succeed in life endeavors.

## Parents and Pupils Must be Told I. Q.

The process could be made more orderly if parents and pupils were told the I. Q. in a manner free of technicalities and vague generalizations. The appropriate time to inform a pupil of his intelligence quotient is when he enters high school. This argument advanced by educators that revealing I. Q. will wedge students and cause frustration is pure pedagogical jargon. Failure to disclose the I. Q. does not prevent frus-

tration, it merely postpones it. Frustration neurosis occurs when goals are established which cannot be reached. Pupils fall into this category when they are not aware of their capacities and limitations. On the other hand, if a student is cognizant of his capacity then his aspirations will be fixed in commensuration with his performance level thus avoiding frustration. Parents should be told of the significance of the I. Q. through school conferences and the P.T.A. They should be informed in language they understand; a language that eliminates exclusive nomenclature employed by statisticians and psychologists. Once pupil and parents share a common understanding of the digits, then together they can develop frustration tolerance by agreeing on current goals which can be successfully achieved. This will terminate the practice of some parents attempting to make professional people out of children who lack the necessary ability. Frustration has serious implications when it is closely tied up with one's personality. However, once the student is informed of his ability, this becomes the criteria for success or failure and not the personality.

Some educators are of the opinion that parents refuse to believe their youngsters are inferior to other children. If this is true, then again there is need for a conditioning process. Individual differences in students have long been recognized. Pupils have the God given right to possess variances. Parents must accept mental differences with the same understanding and attitude that they accept physical dissimilarities. Their children's weaknesses must be discernible to them as well as their strong points. Greater understanding will result if fathers and mothers know their children's capacities to achieve. If they lack those data then the abilities of their offspring are not known and trial and error must be utilized.

#### *Pupils Already Know*

Pupils are the first to recognize and concede that other students are heav-

ier, taller, run faster, and learn quicker. They constantly evaluate their own abilities by a comparison with their group. They develop adequate forms of references and judge themselves accordingly! Now why educators think pupils are not aware of mental variances is most amusing. Pupils know and are prepared to live with that knowledge. Every time a student's test paper is returned and a report card sent home, teachers make more obvious mental differences among pupils. How naive can teachers be? In view of these findings a new technique is necessary. Educators must contrive a new procedure to inform students what their I. Q. means in light of what success can be expected. Parents and pupils must be conditioned to accept their blessings or lack of them with a realistic approach. How many times have you admonished your child for a "C" grade with the question, "Why can't you make an "A" or "B"?" If the wishes of parents were fulfilled, it would mean the abolition of all categories below the "B" or "A" level, and success would be inevitable. Success is dynamic only when tempered with failure. The reason the marking digits are divided into five areas is because there are students who fall within those ranges. A "C" grade may be the child's top level. He is already working to his fullest capacity. If a parent is aware of his child's I. Q., he realizes that increased persuasion will not result in a subsequent increase in his grade. The youngster cannot give more than he has. Parents should ask themselves why they are not running the company which employs them? Why are they not great authors, painters, scientists? It is because their abilities are limited or do not blend into those fields. Children, too, are victims of similar variances despite the reluctance of parents to accept them.

#### *Teachers Should Know Their Pupils I. Q.*

In addition to pupils and parents knowing the I. Q., it is necessary that

an equally important third party become acquainted with the magical calculations. Teachers comprise this third party. They should have at their finger tips any and all data pertaining to the individual student. What a travesty we make of education when we preach we are servicing the needs of the individual child! If the public were not so gullible to our lies we would be run out of the county never to darken the door of a classroom again. The most glaring falsehood in education is the one which states we are teaching individuals. How can you reach the individual intellectually if you do not know where he is? What is to follow is treason but necessary. Walk into any elementary or secondary classroom and ask the teacher if she is aware of her students' I. Q.'s. Does she have it recorded where it is manageable and functional? Her reply will reflect either an attitude of utter indifference or one of embarrassment. If teachers are not aware of the students' I. Q.'s then a condition exists where learners are adjusting to the learning and not the learning to them. The majority of teachers augment their embarrassment by confessing "Where does one locate these numerical symbols?" This is a legitimate question. If you wish black magical digits, be prepared to give up a full afternoon. Why educators invest thousands of dollars in equipment and personnel to obtain these important data and then refuse to make them available is beyond comprehension. Americans like to think there is synthesis and articulation in their school systems. We function on a ladder organization with the student moving from one grade into the next. Teachers pride themselves that learning is a continuous process. Upon closer examination, however, the naked truth is uncovered and an awareness is sensed that there is neither articulation nor continuity. Each class and each new teacher presents a new beginning and ending for the student. Learning is a piecemeal effort with each single link a unit in itself rather than a part of a big chain.



### *Record Rooms Needed*

Because students' records are not easily available, teachers undergo a period of trial and error to meet each student's needs, thus wasting much valuable time. Promotion does not insure continuity of the learning process which began in the previous class. Why don't administrators give thought to the inclusion of a record room strategically located in their school buildings? Teachers should have easy access to the room so the complete record of any student may be studied. This would enable all staff members to participate in the sharing of this accumulated knowledge. Once these facts are known, the teachers efforts can be initiated to meet the needs of the individual child.

In previewing this article some of my colleagues facetiously remarked,

"Would you then stamp the pupil's I. Q. on his forehead so teachers can discriminate as to their abilities?" No, not quite, but I would suggest every teacher place the student's I. Q. easily available to the teacher. A quick glance at the numerical symbol will enable her to quickly ascertain whether or not the pupil is working to his fullest capacity. Only through every day use of this recipe can the teacher be expected to provide for individual differences. Another advantage of knowing this figurative I. Q. expression is to formulate a curriculum befitting the pupils' needs. The superior pupil is as much a deviate as the dull, and both need special education in line with their capacities to acquire intelligent behavior. The superior mind must be assigned work that enables him to exercise independent thinking. He must be chal-

lenged. The slower student must be assigned work at which he will succeed and feel an accomplishment. To augment curricular changes, a longer educational period should be offered those pupils who are having difficulty. If we accept the existence of individual differences, then would we not be imprudent to insist all children learn within a fixed time? If students are different, then the time allotted for their training will vary also.

The author in no way offers this as a prescription to cure the uses and abuses of the I. Q. in education. More attention to the problem by more mature thinkers would perhaps prevent this intellectual quotient from continuously arousing intellectual doubts. This accomplishment alone would be a reward for every American schoolboy and schoolgirl.

## *The Supervising Teacher Looks at Student Teaching*

DR. BERT ANSON

Riley High School

South Bend, Indiana

One of the most satisfying experiences offered to the classroom teacher comes from furnishing guidance and assistance to apprentice teachers. Thus supervision presents an opportunity to help educate young teachers to use the techniques and skills gained from years of frustrating trial and error; at the same time it provides an opportunity to warn of the habits, mannerisms, and unsatisfactory procedures which the supervisor has recognized in his own methods and experiences.

Unfortunately, the supervisor often gains his skills and talents to help young teachers by experience, which has been at the price of inadequate guidance given to earlier students. Yet no amount of theoretical instruction can prepare even the master

teacher to impart all the "tricks of the trade." The beginning teacher must be regarded as a teacher of the teacher in many respects. This beginner is a conveyor of new methods of instruction produced by his college, by his laboratory experiences and by his academic instructors. He also must impress the supervising teacher with his own personality, character and possibilities for professional work. This is the raw material which the supervisor must recognize and mold, and no two students will present the same complex of needs and abilities.

After fairly extensive experience as a supervising teacher, the author believes a program which will allow the student to experiment with his own abilities offers the most effective ap-

proach to the problem. Apprenticeship is a maturing process which cannot be hurried. The author believes the following program uses this fact to advantage:

A. Permit the new teacher to introduce himself to each class the first day. The class is intensely interested, and many student teachers are quite gratified at their success in this ordeal. (Incidentally, this may be the limit of their poise at this time!)

B. Make the first observations simple. A seating chart, survey of room furniture, first visits to library and map of the building will take at least two days.

C. By the third or fourth day the student may supervise a few minutes of study period in each class. Warn

him to move quietly about the room and merely stand beside any pupil whose concentration falters. Leave the room while he is first in charge!

D. By the end of the first week the student teacher should have placed assignments on the blackboard with brief explanations; taken charge of classes at the beginning of the period and checked attendance while the teacher (purposely) lingers in the hall; prepared at least one observation on a few selected children with the aid of their cumulative records; and he should show an eagerness to take a more active part in instructional work. This last is usually aided by the supervisor's habit of discussing classwork, explaining the purpose of the next learning process, and quite frequently pointing out areas wherein the supervisor failed to accomplish his instructional purpose.

E. A vital step at the start of the second week concerns the single class section on which the student will first concentrate. This will largely be his own choice, and he will assume full charge only after some days of partial instruction and study supervision, and then only when he has established a rapport which indicates the class is eager to have him as the teacher. This also requires an unobtrusive withdrawal of the supervisor from active control. The student must feel that this is "his class" and a sense of responsibility for its accomplishments must be felt by both student teacher and pupils to establish a sincere and wholesome atmosphere. The supervisor should select a topic area which will be uncomplicated and which contains adequate textual aids. Start the beginner in a text book-question-answer program; he thinks that is the most uncomplicated procedure, and so it is for him, though you may know there are more pitfalls there than in any other method of teaching. Counsel him carefully here—he may have experienced only the lecture method the preceding four years.

F. While your student teaches one period a day, he needs two more for

counseling, preparation and revision. Also, this first week of active teaching is the proper time to send your student to observe the work of other teachers who may be better than his guide! Select teachers of subjects other than his teaching area for some of his observations. These areas may require expert procedures in textbook instruction. Other teachers are always very pleased to demonstrate classroom work before the apprentice.

G. When the student has demonstrated his competence with one class, he can no longer ignore the total of hours required by the state licensing authorities. He should be permitted to select another class as his own. Be sure to give him one of a different grade level if it is possible. It will be very helpful if the student does not teach consecutive periods, and if at least one of his classes follows a similar class taught by the supervisor. The student needs time *after* classes as well as before. He must constantly rearrange his lesson plans and evaluate his previous efforts.

H. By the end of the third week the student should begin to plan for a third class, following the previous precautions. That will be enough to fulfill his requirements and certainly all he can digest technically! Don't try to guide him by quantitative means. Besides, the supervisor must demonstrate for him with the supervisor's classes—the other three must feel responsive to *their* teacher if you expect to accomplish your goal.

I. The student should have attained reasonable confidence and poise by the end of the first month. As this sureness develops the supervisor should begin to make his own teaching more flexible and inspiring. The complete reliance on the text should now be interwoven with reports, committee work, map instruction, field trips, dramatizations, panel discussions. These approaches are time-consuming, and the results not easily evaluated; but the student must have them in his repertoire. The most natural method of illustrating each

new technique consists in development from some learning situation which can be demonstrated in the supervisor's classes. If the same situation can be presented in two similar classes, and attacked by different methods in each, or even by a series of different methods in each class, so much the better. The student teacher should take an active part in this planning, observe the demonstrations, and use at least a part of the same techniques in his own classes.

It is here that the professional preparation and refreshing enthusiasm of the student may combine to produce results surpassing those in the supervisor's classes. The school child likes to cooperate with the young teacher, who in turn may be willing and able to use methods long abandoned by the supervisor because of personal prejudices. The wise supervisor sends his student to observe a fellow teacher who can better present such methods. The author recognizes the necessity of dramatizations and remedial reading instruction to his social studies classes; he also recognizes his own ability to perform adequately such instructional programs.

J. There should be a planned effort to build the student's confidence. Do not "sit on" him. The supervisor should do a part of his work while observing and supervising, but should not stay in the room all the time; the pupils and student soon become unaware of the supervisor's presence if he is unobtrusive. They will also be undisturbed when he invites the principal, another teacher, or a fellow student teacher to briefly observe the class activity. This will be due to the teachers care in selecting a propitious time, when the student and class are collaborating in a situation they can enjoy.

The student will reward the supervisor and demonstrate his progress by suggesting new methods he believes he is ready to attempt and the supervisor will be rewarded by a feeling

of pride in the growing competence of his pupil.

K. Another device that serves a very useful purpose is the unexpected use of a tape record of the student's voice. This is best done by placing the microphone on the student's coat during recitation period for about ten minutes of recording. Then select a pupil with a superior voice to read a familiar selection so the student teacher may have a basic comparison when he replays the tape in *privacy*. Another record must be taken later if the student's voice is in any way unsatisfactory.

L. Start your student on the "job trail." You can be of some assistance in correcting hazy conceptions and preconceived notions, but only experience will finally determine the student's capabilities with regard to grade level and subject suitabilities. Be sure you arrange for the student to teach all possible levels and subjects for which he will be licensed. This will be easy if you are in a large

school, for most teachers are eager to help a willing beginner. If your school is small, your friends in nearby schools will be glad to cooperate by providing demonstration lessons, and the beginner never knows his future assignment.

M. The student teacher must be made aware of his professional duty to his field of knowledge. He must be advised on the current publications, book reviews, and definitive classics which will be his guides for many years. Since he has probably been made aware of these in college classes, emphasize their usefulness by sending him to them on every possible occasion.

N. Let the class give their instructor a small parting gift. He'll be surprised and feel some reward more emotional than the receipt of a certificate. Also let him use the last day to answer the classes questions on his reasons for teaching, college life, his frank opinion of the pupils. This last

day will clarify his own thoughts on the prospective life before him.

At the end of nine weeks you should send forth a conscientious young man who has already appeared before several hiring administrators; who has seen classes of various age, grade and subject levels taught by many methods; who has the confidence born from using those same methods successfully; and who has some awareness of his own capabilities and limitations. Above all, he must be eager to start, to put his new knowledge to the test, confident that he is equipped to make his own career an interesting, worthy and fruitful life.

The supervising teacher can feel pride in a job well done, a pleasure at contact with a fresh outlook toward an occupation that has many elements of drudgery. He can resume charge of his classes faced with the challenge of filling the shoes of a young well-liked student teacher.

## The Role of the Educational Secretary

MERLE M. CARLIN, Secretary

Clinton Public Schools

Clinton, Indiana

### Introduction

Webster has defined a secretary as "one who writes letters, reports, etc., for an employer or society; . . ." More recently the State of Indiana Commission on Licensing in the State Department of Education has defined a secretary as a teacher-clerk, and more specifically as "the chief assistant to the administrative head of a school system. . ."

The work of the educational secretary is more administrative than instructional; however, the duties associated with the term secretary should be thought of as a service to the entire school rather than to the

administrator. A school secretary's position is not to replace the administrator, but rather to assist the administrator to do his work more effectively. The secretary plays the role of skilled technician, diplomat, liaison officer, philosopher and buffer.

The school secretary should have the desire to contribute to the educational program of her school and feel it is a part of her work. She should know thoroughly the philosophy and the program of the school. She must have the knowledge and the skill to make such contributions. The personnel of a school is more important than the physical equipment if a

school is to be recognized as successful. The secretary with a narrow horizon of her job will be a detriment to the attainment of the goals of the school in our democratic society.

### Development of the Role of the School Secretary

The role of the educational secretary is fairly new in educational circles. Fifty years ago a school secretary was little more than a personal secretary or "scribe" to handle mail and forms coming over the school master's desk. There were few "administrators and administrative per-



philosophy. She has need of courses in news writing, report writing, and effective speech—including conference and committee techniques.

### *Responsibilities of the School Secretary*

As the medium through which work is accomplished, the school secretary is frequently present at meetings and conferences where educational policy is decided upon, activities planned, assignments of work allocated, and implementation of the policy is launched. The school secretary's handling of this type of work from that point on is quite frequently the major factor in the success or failure of the policy. As the main channel of communication in a school system, the secretary can either transmit a true picture or a warped one. As letters are written, telephone calls made, instructions given, activities scheduled, meetings arranged, allocation of work made, the secretary has a thousand and one opportunities to teach and interpret the sound educational philosophy upon which the activities of every school system is based. A policy is a course of action, and is a result of the beliefs or philosophy of a person or a group of persons. Educational work is professional work and those connected with it must have professional preparation and attitudes. The secretary is the one who is normally in the most advantageous position to get an over-all view of the work of the entire school system. The school secretary then must be technically and educationally qualified to coordinate the work of the school system.

The responsibilities of such an educational position are not merely to one individual, but rather to the administrative head of the school corporation; to the Board of School Trustees; to teachers and students; and last but not least, to the general public.

Loyalty of the secretary to her superintendent is the pinnacle of necessity. It is of paramount impor-

tance. Without her loyalty and trust, a superintendent would be helpless. There is no excuse for the secretary who is disloyal. There is no place in the superintendent's office for the secretary who does not leave all information locked inside when she leaves that office each day. She must be a listening post, a sounding board, and a sponge to absorb pent-up feelings; for the superintendent's work is always produced under tension and stress, and it is necessary for him to relieve those tensions by talk and discussion. It is her responsibility to listen, suggest intelligent solutions, and also to "just let the steam blow," then forget anything of a confidential nature so as not to divulge any conversation or confidence the superintendent has so entrusted her. The superintendents have grown to depend upon the secretaries to act in their stead to carry out educational policies and to help administer those policies. With the growing demand of the superintendent's time in public relations matters, he can not use his time to carry out the details of his office. It has become the responsibility of the educational secretary

The secretary can provide such helps by record simplification, concise reports and statistics for the superintendent's use and for interpretation to the Board of Trustees. It is her responsibility to save the administrator's time and keep all pertinent data concise and understandable at his fingertips. These are her responsibilities, with others, to her superintendent.

The Board of School Trustees, usually lay people, are not versed in school terminology and record keeping; and therefore, require financial reports, supply and purchase order memoranda, teacher-training and licensing data and other information to conduct their activities. The secretary, through the superintendent, must have all such information ready and at the disposal of the Board of Trustees at any time. (The responsibility of the educational secretary to the Board of Trustees is not direct,

but rather through the superintendent).

One of the joys of the position of school secretary is her relationship to teachers and to pupils. It is her mandate to listen intelligently and carefully to every problem presented to her by teachers and pupils. She must encourage a feeling of understanding and helpfulness. Every teacher and each child must be made to feel free to bring his problem to her. A pupil should never be allowed to leave the office with a feeling that he was unwelcome or his problem trivial. Without these children and these teachers there would be no position of school secretary. The pupil has always been and is the most precious asset in the community. One's contact with these precious assets is a sacred trust.

The school is ever in the public eye, its mind, and its purse. That same public must be made to feel that it likes what it sees, approves of the school, and is pleased with the value it receives when it helps to pay the educational bill. The secretary can be a truly great help here. Her telephone technique, (pleasant, clear, courteous, helpful and patient) can do a great deal in her role to the school. Many of her contacts with the tax-paying parent are by telephone, and it must be her instrument of good in every conversation.

Again, the secretary in the personal contact with the parent and public must listen to each problem and save her superintendent's time, yet at the same time provide the caller with a feeling he was given the consideration his problem deserved. She must remember that the caller considered his problem to be manifest because he took the time to bring it to the attention of the main office.

It is the secretary's role to provide the people of the community with the feeling the school is doing a splendid job, intelligently, efficiently, and conservatively. All this she can help do by her contribution of courteousness, helpfulness, and efficiency by her personal conduct both in the office



sonnel" because schools were small and numerous and spread about geographically to conveniently serve the small settlements throughout the land. Since the growth of the modern school plant from the two or four room building where only the essential elements of an education were taught, to the present day modern educational plants, with expanded curricula, extra-curricular activities, and an expanded philosophy, the secretary's role has also expanded along with the physical plant. Educational secretaries have become specialists. In large school corporations there is a job classification necessary for employment of capable people. Educational secretaries are classified as secondary, elementary, departmental, financial and accounting, personal, attendance, vocational, and many others in addition to the secretary in the office of the administrative head of a public school corporation.

Each decade finds changes, additions and new philosophies in education. The school has come into the limelight and with it the problems of human relations, criticisms, and praise. The schools have had to add supervisors, principals, counselors and guidance directors, and superintendents to direct and guide the educational program. The need for clerical assistants and the need for administrators to be freed from the cumbersome detail of records and paper work has elevated the secretary to the professional role so that today her status is being recognized widely in good school planning.

Today, in-service-training and on-the-job-training programs are extensive. The role of the secretary has shown the same progress as that of the school. The school secretary knows all phases of school administration and the philosophy of the school in which she is serving. She keeps pace with the activities. It is not uncommon for many states to license individuals as teacher-clerks, or school-clerks, or supervisors-of-records. Many states admit the secretary into the retirement program (as does

Indiana), the minimum salary, and tenure programs. Through organized local and state associations, the educational secretary is now a recognized part of the national educational picture. The National Education Association has included in its broad program a department known as the National Association of Educational Secretaries. This national group works hand-in-hand with each state's association and the local associations. As one might expect, the school secretary's associations are conducted with vigor and broad programs of expansion and elevation for the educational secretary.

Colleges and universities are anxious to work with state associations to formulate training programs, extension courses and work-shops for the educational secretaries. The first of such workshops was inaugurated at Columbia University in June, 1945, for a period of two weeks of intensive work for university credit. One hundred fifty-eight secretaries from thirty-seven states were enrolled. Indiana boasted seven enrollees from Clinton, Crawfordsville, Shelbyville, Franklin, Elkhart, Beech Grove, and Indianapolis. Instructors who participated were noted educators and superintendents. Topics covered were "Technical and Personal Responsibilities of the Secretary to Administration," "Personality and Social Adjustment," "How to Live with People," "The Secretary and Human Relations," "Professional Status of the Secretary," and many others.

Purdue University offered the next national scale workshop in the summer of 1946; the same year, the University of Pennsylvania and the University of Colorado provided similar programs. In 1947 UCLA offered its many facilities for a workshop at which 307 educational secretaries enrolled. Indiana University conducts an annual three-day workshop each April, and has had two national workshops during the summer. The University staff works with the educational associations to formulate pro-

grams that are challenging and worthwhile.

### *Qualifications of the Superintendent's Secretary*

There are various offices in a school where secretaries are employed. The qualifications of the secretary in the office of the superintendent of a city school will be discussed here.

The technical skills such as typing, shorthand, and an extensive knowledge of accounting are basic. So basic are these skills that their operation should be reflex habit. The secretary must have the necessary educational preparation. Since she functions as teacher, administrator, and public relations officer, in addition to her technical clerical work, her education should represent the same cross section. In general knowledge, she must be keen and alert. The requirements under which the license of Indiana "teacher-clerk" is issued are very strict and point to school administration courses as a prerequisite.

The educational secretary must possess a thorough knowledge of teacher-licensing requirements, budgets and appropriations of funds, as well as functional and disbursement ledgers, along with a clear concept of payrolls, teacher retirement, taxes, insurance, social security, pay-roll savings, and school laws affecting these various areas. Unless an individual is versed in these areas by prior office experience, it would be undesirable for him to enter such a position without college-level training in business and in specific areas.

Colleges and universities should permit the school secretary more generalization and less specialization in working on a college degree. The school secretary should possess a general liberal arts foundation of courses, plus courses in educational history, teaching methods, guidance and counseling, and in administration. The school secretary should have courses in psychology, sociology, and

counts. This supervision includes periodic examination of all financial books, records, duplicate receipts and warrants, along with careful scrutiny of the minutes of the meetings of the Board of Trustees. They are the "watch-dog" of public money. Their examinations are welcomed in the school offices so that current files may be cleared. The contents of these files and records examined are stored indefinitely. Few records are allowed to be destroyed; therefore, storage of these records is a problem in the average school office.

In many schools, all extra-curricular records are kept in the office of the superintendent. The master controls as well as individual accounts for class and club activity records are kept. Elected treasurers of the various clubs and class activities keep individual records which are checked monthly against the controls kept in the superintendent's office. While it entails much time and posting, it is an excellent opportunity for the secretary to help instruct a child-treasurer. The personal contact with the child and the activity sponsor is an opportunity to help instruct and to guide that individual, and here again the secretary is the helping hand.

In some schools, a book-rental system has been adopted. Orders for state-adopted textbooks and workbooks must be placed. The textbooks must be labeled, numbered and inventoried to the supply on hand. A financial accounting record as well as a running inventory of books in children's possession and on hand must be kept current. Book lists with rental prices made in accord with the state laws must be kept for each grade in the school. These records are usually made and kept under the supervision of the school secretary.

The Board of School Trustees helps the school superintendent formulate policy. A careful and detailed account of their actions is kept in the Minute Book. Again the secretary, if not attending the meetings,

writes up the minutes from the agenda report she has compiled for their use. Many problems of finance are settled by advisory data prepared by the secretary for the superintendent to present for the use of the Board of Trustees.

#### *The Secretary's Philosophy*

What should be the educational philosophy of the school secretary? Today our greatest need is not so much for intelligence and trained minds as for sanity and the courage to live, for we now realize how intelligence is distorted; unhappy individuals can be used, like science, for aggressive, destructive purposes. The highest academic competence does not guarantee a socially minded career or a humanly desirable design for living. In the interest of social welfare and human happiness, we could wisely sacrifice much of our present academic achievement for better personality integration and social adjustment. How much more democratic, humane, and economical it would be to spend money on school buildings, teachers, expanded secretarial forces to give current school generations the kind of academic, cultural and psychological training it should have. A full scale adult education program would be more economical than spending millions and expanding mental institutions and prison facilities, to say nothing of being a more humane and constructive method of meeting the situation.

As secretaries, we can aid progressive and forward looking teachers in any and all attempts to adjust a rigid curriculum to the different needs of each student. We can, by an enthusiastic reporting of such good teaching to the administration give him a confidence to encourage other faculty members to grow in ability and adjustability. In our contacts with students, we can consider the individual personality and background of each before arbitrarily imposing a rule or regulation. In our work with administrators, we can

continue to take from their shoulders more and more of the details of administration so that they will have time and energy to do the creative job so urgently needed in today's schools.

It is the responsibility of the school secretaries to supplement the work of the teachers and administration in order that the schools of today may not only introduce the current generation to a revised version of the past, but also introduce them to a fresh version of the future. Schools exist for the students who attend them, and for the society into which we are helping induct those students. Each secretary and individual who is concerned with educational policy and practice must strive in every way possible to understand better that student and help him better to understand himself, and we must at the time cultivate a comprehensive and realistic view of the society in which that student works and lives.

As part of an educational team, engaged in the biggest endeavor of all history—operation humanity—it is suggested that the secretary emulate qualities of certain animals:

The innocence of a lamb; Wisdom of an owl; Cheerfulness of a cricket; Friendliness of a squirrel; Serenity of a camel; Adaptability of a chameleon; Diligence of a beaver; Patience of an ox; Industriousness of an elephant; Tenacity of a bulldog; Courage of a lion

Security to the professional educational secretary comes through the retirement status, tenure and salary schedule. Truly she must be a professional in the educational field. The educational secretary deals in human resources and the most precious of all our resources are today's children. Her security is their happiness. According to the motto of this educational secretary, "Service is the rent you pay for the space you occupy on earth"

and in her role as a citizen of the same community.

The school's success to a very considerable degree is a matter of human relations. Everyone who comes into the school office is the most important person in the world to himself. Each person wants to feel he belongs and is accepted. Antagonism is caused by the feeling of not being recognized. The school secretary should recognize the ego need of other people. She is in a strategic position to gain insight into human relations; to do things which will have an influence on these human relations. She can influence the general public for good or for bad. She must have, then, a deep understanding of human relations. Her attitude, her philosophy, her happiness and health are contributing factors in her relationship to the public. She must be an emotional expansive character. She must be a real person!

#### *Secretarial and Accounting Duties*

Education is an enterprise which is, in dollars and cents, big business. The materials a school secretary compiles are the bases of all educational inventories, personal accounting, budgets, statistics, and reports. Broadly speaking, these duties are secretarial and accounting—each in itself a full program. These duties are such that the secretary should be more carefully selected for such a position than a teacher for his position.

#### *Secretarial duties*

As a secretary, she is the confidential aide to the superintendent. Letter writing; news reporting; compilation of reports; mimeographing bulletins to teacher, students, parents; machine operator; office receptionist; school law and licensing expert; keeping a calendar of activities, and school attendance; average daily attendance statistician;—all of these are part of her secretarial duties. Supplies are requisitioned; ordered; and claims formulated for classification

and payment. Catalogues of various books, supplies, audio-visual materials, equipment, and apparatus are kept up to date and available. She must be a master at gathering and disseminating information. She is the medium through which work, and especially the work of the administrator, is accomplished. Her position entails telephone work and in this medium of communication she spends many weekly hours.

She interviews sales and book representatives, sifting the ones who might have a good product or reading program to the right channels. Few of the supply and maintenance representatives have access to the administrators' time, yet again her tact and diplomacy must come to her aid in their dismissal.

As a professional secretary, her hours are not scheduled, but her work must be done on schedule. Most experienced school secretaries take little dictation for their superintendents, but make notes of what an administrator wants done or written, and then proceeds to do the job at hand for his signature. Little work is ever returned to her desk that has not been signed as the personal work of the superintendent.

#### *Accounting duties*

The financial work in a secretary's job where there is no bookkeeper in addition to the secretary, is a myriad of statistics, accounts, taxes, reports, inventories, payrolls and deductions. In Indiana, the accounting duties include: payroll, teacher retirement computations, quarterly state gross income tax reports, social security reports, depository reports of federal income tax deductions, group insurance reports and warrants, individual employee records, purchase claims and invoices, drawing of warrants, maintaining disbursement ledgers, and formulation of the budget. The school secretary who prepares a budget must be keenly versed in all phases of accounting. Based upon a recent survey, there are only four secretaries in school

city corporations in Indiana in cities from 5,000 to 10,000 population who work out the budget in detail and present it for acceptance to their superintendents.

Reports are made annually to the state on attendance and enrollments, and at the end of the fiscal year on the entire receipts, disbursements, and balances by funds of the corporation. These reports are approved by and carry the signature of the Board and superintendent. Semi-annual reports on average daily attendance are compiled in October and April for the state in order to furnish the base for the state's financial distribution to the schools. Other reports include (1) employee classification report, (2) enrollment report to the U. S. Office of Education, (3) annual reports on transfer students, (4) reports to the National Education Association, (5) reports to the Indiana State Teachers Association, (6) reports to the State Department on teachers' qualifications, subjects taught, licenses held, years of experience, degrees held, contract data and other personal information, and (7) similar reports to the North Central Association.

#### *Miscellaneous activities*

Inquiries are numerous and varied, and each day's mail finds at least three or four inquiries and questionnaires to be answered carefully and concisely. Wide knowledge and a keen concept of the school's regulations and philosophies must be had by the secretary in order to handle this work so as not to burden the administrator with it.

Each month the Board of School Trustees should be informed in a detailed and clear financial report of all receipts, disbursements, and balances in each fund so as to keep the Board constantly aware of the financial condition of the schools they serve.

In Indiana, all public monies are under the supervision of the agency known as the State Board of Ac-



haps everywhere in the United States every college will have at least one student from the Soviet Union. Is this a desirable thing? Surely, if a few thousand Soviet students could come to the United States, they would get some notion as to what our values are and what it is we want; and perhaps when they return home at least they would understand somewhat better the true story of the West, including America, and at least they would be raising questions about some of the propaganda that is put out by the government in order to mislead the people of the Soviet Union.

My belief is that we face a time, roughly twenty to forty years if we are alive, in which there must be a vast increase in contacts between the people of the Soviet Union and the people of the West. This is why I think that an organization such as UNESCO has a far more important role to play in the future than it has thus far played in the past. Now just a word about this organization and why I suggest that it might have a responsible role.

In the first place, UNESCO is one of the specialized agencies of the United Nations. It corresponds to the World Health Organization, the Food and Agriculture Organization, the International Labor Organization, the Bank, the Fund, and so on. Its *particular responsibility* within the United Nations system is to contribute to peace by promoting cooperation in the field of education, of science, and of culture. What kind of cooperation does this mean? Let me illustrate perhaps best by suggesting that UNESCO in its first ten years has carried on four major kinds of activities. Bear in mind that UNESCO is not a super-national agency. UNESCO is an agency of governments, and the organization does only what its member states want it to do. It is not cultural, for example, as is the coal and steel authority in Western Europe, which has the power to determine and to apply regulations with respect to the

production of coal and steel in the European communities. No, UNESCO is essentially advisory; it is asked to do a variety of things. But what it is asked to do, it is asked to do by member governments including the United States and the other member states of UNESCO.

Now to come back to the question of what has it done, because this is relevant to my topic here today. In the first place, immediately after the war it carried on a good deal of educational reconstruction work. During the war, schools, school facilities and school equipment were destroyed to an extraordinary extent in many countries. One of UNESCO's jobs in the first couple of years was to try to identify what the needs were—to identify the needs of individual countries—and to communicate this through governments, particularly to organizations. I have no doubt that in this very audience there are people who at one time or another in the primary, secondary, or college grades, have contributed to some kind of a program for educational reconstruction in some country abroad for which the central intelligence rested with UNESCO in Paris. Since the Korean war, UNESCO has done a great deal with respect to the reconstruction of Korea and in the Middle East it has conducted now for nearly seven years a major educational enterprise of running a school system for Arab refugees.

A second thing it has done is to try to help advance knowledge. What is the role of this international agency? One thing UNESCO has been asked to do is to help in the strengthening of what we call the non-governmental organizations in the fields of science, education, and culture. For example, there is an international council of scientific unions, and one of the things UNESCO has attempted to do is to help in the strengthening of these professional organizations in order thereby to increase the professional contacts and the flow of scientific information among the specialists of all the mem-

ber countries. A more specific application of that principle: UNESCO has maintained for seven or eight years, in Montivideo, in Cairo, in Jakarta, and in New Delhi, the Science Cooperation Office, whose purpose it is to increase the flow of the most recent scientific information from the more highly developed West to the less developed countries in which the headquarters are located.

In the field of social sciences, UNESCO has served to focus the attention of social scientists around the world upon common problems that require social science research. Consideration has been given to the attitudes which people of one country have toward people of another country. For example, when you and I say *Italian*, what do you think of? Do you think of somebody who's singing an opera? Do you think of somebody who's selling bananas? Well, each of us has a series of prejudices somehow related to his education and to his previous experience. When somebody says, "What is a Russian?", what do you think of? A bear, a person with whiskers, a peasant; do you think of Stalin? Yet the image which you have of Italian or of Russian may very well influence your vote, your decision, your influence as a part of public opinion in affecting the foreign policy of the United States. You may be favorable—favorably disposed toward Italians, toward Russians, unfavorably disposed toward Belgians, or Swiss, and so on. And what do you think of the Chinese? You see, each one of us comes into this business of thinking of other people against a completely different background—yours is more recent than mine—and each of us is influenced, therefore, by what might be called images. Maybe they're prejudices. One of the things UNESCO tries to do is to get social scientists around the world to do comparative studies of this, in order to try to explain why Germans feel the way they do about the French, or the British, about the Malayas, and so on. It is



# UNESCO in the Coming Era of Co-Existence\*

WALTER H. C. LAVES, Chairman

Department of Government

Indiana University

The subject, "UNESCO In The Coming Era of Co-Existence," is really only one of many topics one might appropriately select in the search to find an answer to the number one problem that is bothering people everywhere in the world—the problem of security. I have just returned from Europe where I had an opportunity in England, Belgium, Germany, Italy, Switzerland, and in France, to talk with people of these countries and to sense in these conversations the terrible fear that we have now reached the point in our civilized society at which it is possible for us to dispose of each other completely—to annihilate ourselves. We are determined somehow to find a means whereby we can prevent this thing from happening. I talked with friends associated with the World Federation of United Nations Associations, with headquarters at the United Nations Building in Geneva, Switzerland, and they reported that from all over the world this same message seems to be coming in, that people are clearing in their minds, trying to find some way of making sure that the terrible thing which it is now in our power to commit will not actually take place.

The question of UNESCO's role in relation to this problem may not be entirely clear, and I would like to explore with you why it is that we need to search so much and so far for a new solution to international problems. For this, we need go back only as far as October 4, 1957, the date on which the Soviet Union was

able to place successfully a satellite high up in the air. Because they were successful in doing this, it proved to the rest of the world that the Soviets are not peasants. It has been the assumption of American foreign policy that the Soviets were essentially peasants, that they could be kicked around by the government, but that they would never really amount to anything industrially and scientifically. October 4, 1957, put an end to this myth. Now the critical thing about the placing of the satellite around the earth by the Soviets is not that they can attack us immediately, but it means that the Soviet Union has to be recognized industrially, technologically and intellectually, as something approaching the equal of a great many countries in the West; and that unless some means is found for building bridges between the Soviet people and the people of the West, there is great likelihood that the competition between the Soviet Union and the non-Soviet world will become so keen that we may indeed attempt to blast each other off the face of the earth. This is the meaning of October 4. This is why it is so critical, since October 4, to find new paths to international peace.

But October 4 means something else. It means that we are due for a long period now of what I would like to call highly *competitive co-existence* of the non-Communist and the Communist world. Again a myth has been exploded. The assumption which underlay much of our foreign policy up to this point (the assumption that somehow the Soviet system, the Communist system, would wither away) has proved unfounded. We thought that if we kept up pressure

long enough and if we looked away long enough maybe sometime when we looked back the Communists would no longer be there. Now the fact of the matter is they are there; they are very powerful. The Soviet government seems to be moving along highly efficiently and with tremendous support throughout the country. And, the Soviets have power in their hands which no longer makes it possible for us to assume that we can just forget about them. Now these two facts, it seems to me, mean that we are now due for a period of co-existence in which we can no longer assume that there will be no contact between the Communist and the non-Communist world. Least of all, can we assume that it is desirable to remain in ignorance ourselves of what is going on in the Soviet Union.

This calls for a wholly new approach to foreign policy. In the light of this we have to re-examine many very tricky questions, including our immigration law. We need to look at the question of whether maybe a few thousand American students shouldn't really go to the Soviet Union next year and every year hereafter for as long a time as there is peace to study. Why? In order that we may have people in this country who understand the Soviet system, and in order that each one of these may, through his contact with the people of the Soviet Union, correct the distorted view which they have of our purposes and of our values. It is too far for your imagination to go to suppose that within a short period of time, maybe months, maybe years, we will have several thousand Soviet students in the United States? Perhaps you'll have them here in Terre Haute, perhaps in Bloomington, per-

\* This article is the text of the Pi Gamma Mu Lecture presented by Professor Laves at Indiana State Teachers College, April 2, 1958.

Illinois, probably, maybe one hundred will have had this opportunity. Now what does this mean? This means that this generation coming out of our high schools this June will continue their mature life without a real understanding of the Indian, or the South Asian, or Southeast Asian affairs. This is serious. It affects American foreign policy; it means that when the President or the Secretary of State proposes a policy of the United States toward South and Southeast Asia, he is proposing it to people who really don't understand. This is very serious because, outside of Western history, most of us are appallingly ignorant; indeed, we are politically illiterates. Yet we are today industrially, militarily, the most powerful nation in the world. How can we hope to develop a foreign policy that is intelligent? How can we hope to understand other people or have them understand us? Let us take another illustration—go on out to Nebraska. How many of the present year's graduates in grade school, high school, or college could carry on a conversation in any language other than English? Well, you put the figures in. This is what I mean by the problem of getting nations and people to understand each other. We're not really in earnest about it. There are many things that we in the United States are doing. We have International Relations Clubs and extensive courses in Social Studies about world affairs. But they still tend, however, to be oriented in traditional grooves of understanding the Western world. Many of you are students of social science. This is really a problem of social science and social engineering, as it were, because here, within a brief period of time, from 1946 on, the world has been revolutionized in terms of the location of political power. The world used to be run entirely from Western Europe and North America. Since 1946, that vast number of most of the people I have referred to here, certainly from the Philippines on over across to the Middle East,

have become independent. They are determined to have an honorable and a respected place in world affairs.

UNESCO has been discouraged largely by its member states to do much of anything toward international understanding. The governments have asked UNESCO to bring together school teachers in little seminars to talk about ways in which we can teach geography better, or world history, or social studies, or art. But a very small number of them have come together, and you know the unfortunate reaction that some of these meetings have had, even in the United States. Some little petty-minded people got hold of an official UNESCO publication which did nothing more than to repeat what the teachers from different countries had said. And there were really people in this great country of ours, dedicated to freedom—freedom of the mind, freedom of inquiry—who proposed that these particular UNESCO publications should be banned from our libraries. How do you get to understand people unless you listen to what they're saying? Well, this is an indication of how close to the national nerve centers this question of international understanding still is. And as I say, UNESCO hasn't done much in this area. It has encouraged certain exchanges of workers, it has arranged a very interesting series of exchanges of farmers from Italy to France, and from France to Italy; they worked on each others farms and thus got to know each other better.

Thus, UNESCO has attempted to carry on four different kinds of work—the emergency aid kind of thing, the advancement of knowledge, promotion of human welfare, and international understanding.

Now let me go back to my main thesis, which is this question—this period—of co-existence that we face. What are the characteristics going to be of this period of the next 40 years? I'm optimistic that we'll not have shot each other out by this time. I'm assuming that somehow there will

develop something like a disarmament formula, or at any rate there will be found some way to keep some nut from pushing the wrong button which produces the annihilation of all of us. If I look ahead the next 40 years against the background of this assumption, it seems to me that this is going to be a period, first of all, in which there is going to be a tremendous fear. Continually, we are going to live in a state of fear. Oh, we'll try to forget it, but basically underneath there is going to be this ghastly fear of a possible use of nuclear weapons. Secondly, this is going to be a period, as I suggested, in which though there is fear, there will not be a war on a large scale. There may be border skirmishes, there may be brush fires, rough on those who get killed, but probably not involving large areas or large numbers of countries. There is going to be, thirdly, a period in which it is going to be necessary for both camps, the Communist and the non-Communist, to accept co-existence of the two systems, in which we are going to have to deal with each other even though we don't like each other. There is no hiding place anymore, and the idea of building big walls and fortresses, iron curtains—call them what you like—of course is preposterous.

It is going to be a period, fourthly, in which there is going to be a determined effort continually—a determined effort on the part of the people of probably more than half of the world's population—to improve their living conditions, to raise their standards of living. It is these new countries I'm talking about again. This is of great importance to world peace, because there is going to be a temptation on the part of the two big ideological camps—the Communists on the one hand and us on the other—to woo these people to our own side, to get them to commit themselves one way or the other. This is not going to be easy to do for either of the two camps, and we above all, who believe in freedom of choice, freedom of the mind, freedom of

a very interesting study, and it is hoped that this will contribute to the development of more intelligent and more stable foreign policies and international relations.

UNESCO has also, in the social science field, encouraged the study of race problems. We're not the only country which is faced by a major race problem. How do the French feel with it, how do the British feel with it? In most of the countries which are east of Suez, where the dominant population is colored, what is the position of the minority white, the Caucasian, there? These are important questions that affect international relations. The advancement of knowledge is the major second category of what UNESCO has been working on.

A third major area in which UNESCO has worked is that which I would call the *promotion of human welfare*. This is very general—let me be specific. Human welfare, for example, involves the problem of illiteracy. You know of course that probably three-fifths of the world's population is illiterate. That means it can't read and it can't write. We have ten million illiterates in the United States, by the way. With that many people illiterate, it is terribly important that something be done of a massive character to try to overcome this, because illiteracy is an index of ignorance or it can certainly be a cause of it. It certainly can be a cause of political instability. Is it a matter of chance that, among the eighty million Indonesians, 60 to 75, if not 80 per cent, are illiterate? How much of Mr. Nehru's difficulty in attempting to fashion a strong Indian democracy is due to the fact that probably 75, if not a higher percentage, of the population is illiterate and must therefore be appealed to in terms of symbols and pictures? Therefore, UNESCO was asked to attempt to assist member states by bringing together expert groups to discuss the best ways of overcoming this problem. It isn't just a question of making sure that every child from

now on goes to school. What about most of the illiterates who are adults? How do you teach adults to read and write? How do you give them the incentive? There was a tremendous movement in Mexico to get each one to teach one. And during the last decade an extraordinary advance has been made in the literacy rate in Mexico. Haiti has been faced by a similar problem. Virtually all of the African Continent is. Much of the Middle East and nearly all of South and Southeast Asia is. Indeed I wonder whether it has occurred to you to put these two factors (illiteracy and political instability) together? The highest rate of illiteracy today is in that huge segment of population which begins over near the Philippines, works through the Southeast Asian Peninsula, includes China, Malaya, Indonesia, Pakistan, India, the entire Arab world, all of Africa, except the southern tip, and Latin America. The incidence of illiteracy is greatest there, and this is important. These people don't have any bombers, and they don't have many hydro-electric plants, and they don't have two cars in every garage, but they are determined to have a better way of life, and they are carrying on today an extraordinary revolution in world affairs. Someone has called it the *revolution of rising expectations*. They want to combat illiteracy. They want to combat poverty. They want to combat disease and malnutrition. And yet they are ignorant. They are illiterate. These things we have to keep in mind, and are suggested by way of underlining the tremendous importance of this particular task that has been given to UNESCO. All UNESCO can do, as I say, is to bring together some expert groups, and send out a few technical assistance experts under the United Nations Technical Assistance Program. It's a very modest thing. Mind you, the whole budget of UNESCO is eleven million dollars today—eleven million dollars a year for 81 member states and for millions of people in the world.

Another thing that UNESCO has been doing in this general human welfare field is to promote research: research into how the arid zones of the world can be made more habitable and more productive. This is a matter of great importance to us in the Southwest—great arid zones of desert lands. But think of the Middle East, South Asia, and North Africa; how much of it is desert? If something could be done to make it possible for more food to be grown in these arid lands, if something could be done to make it possible for more people to live there, think what this would mean in terms of the world's population problem, in terms of productivity, in terms of malnutrition problems, and so on. An intensive international program of research is now under way, and there are indications that the scientists are beginning to report some findings which may, in a very modest way, contribute to the solution of this problem.

The last of the four major categories of UNESCO's responsibilities is the work in the field of *international understanding*. Here we ought to recognize that UNESCO has been able to do the least, and why? Because member states, the peoples of nations, really don't want much done except in the abstract. Oh yes, we all want understanding—that is, we want everybody to believe the way we do, because we're right and everybody else is a slight distortion. We want to have everybody understand us, but how much effort are we prepared to make to understand others? Well, I won't talk about either your institution or mine—let's talk about other people, that's always more fun. Let's go over to Illinois. How many of next June's high school graduates will have had an opportunity to study about India or Indonesia? I don't mean in current events classes. I mean to sit down and study the political, the economic, and the social history of modern India. I would imagine that out of all the graduates, of all the high schools of the "backward" state of



# Equalizing Educational Opportunities

MARY C. HUBER, Third Grade Teacher

Blanche E. Fuqua School

Terre Haute, Indiana

One of the basic principles of education in a democracy is equality of opportunity. Too often, equality of opportunities has meant identical opportunity, and the superior capacities of the gifted have not been developed to the fullest because opportunity has not been provided in terms of individual needs. *There is nothing so unequal as the equal treatment of unequals.* (These words express a lot). The enriched program of the classroom equalizes opportunities for the gifted, and the physically, emotionally, and mentally handicapped by permitting the children to cultivate talent in music, art, writing, science, mechanics, etc. The individual classroom teacher can institute a program which offers greater scope of activities, freedom to follow special interests, opportunity to apply initiative and originality in developing a topic or project, and for making generalizations and expression of talent.

Previously to the administration of the S.R.A. Inventory in my classroom, I had groups organized in my room. Albert and James, for example, were expected to master 5 of the 20 spelling words, for we remember "There is nothing that succeeds like success." The more capable children were acting as leaders within smaller groups, such as reading groups, arithmetic drill groups, art project groups, etc. But this was still not wholly effective for there were other unfilled needs.

The S.R.A. Inventory revealed that 19 of my 33 children had 4 or more characteristics in one category and some 4 or more characteristics in more than one category that required special needs. The inventory disclosed special interests, hobbies, talents, and needs for the group such

as personality, emotional and physical needs. To take care of these special needs, several interest groups or clubs have been organized in our room. Each group seeks to provide the stimulation and needs for each individual within that group. Besides enrichment activities there is also academic training.

Groups organized thus far are: Writer's Club, Science Club, Makers and Builders, Sports Club, and special groups in art, sewing, cooking, dramatics, rhythms and music. Leaders for the various groups were selected with the aid of the results of the inventory. After the inventory data were studied and potential leaders were revealed, I talked individually with the prospective leaders or chairmen. Each of the chairmen then presented to the room, activities or projects the club hoped to carry on. The other children in turn decided with which group they wished to be identified.

Glenn W. was a discipline problem. His cumulative record revealed extreme I.Q. ratings, but I felt that the tests were accurately administered for he fluctuates from day to day in his responses. However, I felt that the high I.Q. rating was accurate, for his reading level was 5.7. One evening quite late the phone rang. It was Miss Reed, the Supervisor. With that eager glow to her voice she said, "I believe I've found Glenn's difficulty." "Found it." How did you find out?" "Well, from what he has been writing. And please, see if you can get some of those drawings he writes that he had drawn."

The next day was the AST conference and I knew I wouldn't have

an opportunity to talk with Glenn so I phoned the home. The father answered, and I told him my purpose in calling. He certainly had a crushed tone to his voice. He assured me he could get some of the space drawings that I asked about. "But, he said, 'I'm feeling very low for I really laid in onto Glenn tonight. I don't remember the day I ever whipped him any harder.'" The father had caught Glenn not confessing the entire truth and that was his way of solving the problem. And I must confess there were times I felt like administering the same treatment. Our room was constantly being disrupted by Glenn—he was the kind that thought a chair has only two legs; at least he most frequently used only two legs and as a result was tumbling to the floor most of the time. He's doing a fine job, now, as chairman of the Science Club. Their research isn't limited to rockets, jets, space, etc. Nature-study fascinates them. In fact, bird-watching is part of their project and "with binoculars" one member told me.

Glenn F., who was chosen by 90 per cent of the class as a trouble-maker and fighter and who was able to influence others toward undesirable goals, was happy to be in charge of sports. Glenn F. is the oldest child in my room—10 years and 2 months and a reading level of 2.9. One Friday morning I noticed Glenn absorbed in something. "What are you reading?" I inquired. "Oh, the sport page. I can find qualifications of a shortstop, but I'd like to read about a pitcher." Is Glenn learning to read? Not only will his reading improve but what effect does capturing his interest have upon this child, that's considered quarrelsome, a bully, re-



speech, are going to have a very difficult time applying this principle, even to the point of saying to India or Indonesia, "You and you alone must choose your form of government." Yet that is what we have to say if we are going to be true to our own principles. I personally think there is no doubt where they'll come out. I think personally there is no doubt of the position of India today.

One last thing that is going to be characteristic of this period is that there is going to be intensive psychological warfare going on between the two camps—though they're not going to press up to the point of war, and though they accept each other in terms of business and trade. But while this struggle is going on, there is also going to be an intensive psychological war going on between the peoples of the governments of the two sides. This is going to be the kind of thing that we recently witnessed when we announced, "We are not going to have any more nuclear tests, we want peace, now you prove that you want peace." And it will be the other way around. It will probably be the shock treatment. "We have just blown off 17 more bombs and they can blow you off the face of the earth before you even know what happened." Try to scare us that way. There will be a tremendous psychological war, one in which I fear that we are usually going to do worse than they. Because we are democratic, we move more slowly, our government can't lie through the teeth. It has been the basic principle of American overseas information programs to hue to the truth on the theory that it is possible always to check up, and that a free people find out.

Where does UNESCO come into this kind of a world setting? It seems to me there are *three areas* in which UNESCO should be made use of, to a degree to which it has not been made use of thus far. Number one—there ought to be far more meetings arranged on technical subjects in the

field on education, of science, and of culture. I think it might be interesting to get the Soviets to sit down with some of our teachers and compare methods of teaching. This would be an interesting technical question: What do they do about the problem of the school leaving age? What do they do about the balance between broad liberal arts education and technical education? There are many things I think teachers in this room would like to discuss with their counterparts in the Soviet Union. But whether you ever get the answer, or whether you like the answer, the important thing is that you get together with them talking about a subject on which you are both technically qualified. Here, I think, lies the hope of our making some headway against the bigotry of the Communist political system, because I have enough faith here in mankind and in men's minds that the Soviet teacher who gets a chance to meet some of our teachers will begin to get a different impression of what the United States is like. Now I think UNESCO should be given all the resources the governments can pump into it, and that the organization can use technical get-togethers between the people of the Soviet world, the Communist world, and the Western world. Whether this will in itself bring about the great change in Russian foreign policy we long for, I'm not saying. I don't pretend this. Obviously a lot of other things have got to be done. But our only hope now in attaining peace is in somehow building up enough doubt in the minds of the Russian people which is reflected in doubt about what their government has done so that their government adopts a different kind of a policy. This is a question of a peaceful revolution I'm talking about. This is *peaceful subversion*, and we've got to be as smart in our subversive tactics as they in respect to us.

The second thing is that UNESCO should be given far more funds to carry on aid programs and techni-

cal assistance programs in the field of fundamental education, science teaching, and the exchange of cultural programs in the newly developing countries of the world. I think if the United States would, for example, put a third of what it is now putting into its bi-lateral technical assistance program over into the United Nations Fund and have this program carried on under the auspices of UNESCO, the impact would be far greater than it is today under a bi-lateral program, which inevitably carries with it the drawback of suggesting political domination. If we want to have an influence in the economically developing world, this new mass of close to a billion people, there must be an intensive program to help these people and for them to realize as a consequence that we are interested in them and that they can therefore go along with us rather than with the Soviets.

And last, I think we should make every possible effort, through the international agency UNESCO, to help individual countries, including our own, do a far better job to help the peoples understand the character of modern international affairs, to understand the true interdependence of peoples. This is an extraordinary situation in which we today, in the middle of the 20th century, with all we know, with all the facts round about us, every year to have this bitter political battle about the reciprocal trade program. The basis of the thing is as simple as ABC; it is only a question of whether the particular specific vested interest welfare shall prevail or whether the general welfare shall prevail. Surely, the time has come when the clock is ticking so fast and so loud, when we have only a short time in which to do something which may make a difference with respect to survival, for us also to make an intensive effort to help our people understand better the complexity of this international field in order that our foreign policy may in fact be attuned to the needs of this era of co-existence.

school hours of Mrs. Irwin's time. The rough copy was prepared in manuscript form complete with words and notes by a student in the Music Methods class and by the student teacher, Mr. James Mundy. After all the melodies were written, the words were mimeographed on to paper, and the methods students began a concentrated effort to teach the songs to the children in the various grades

The Music Methods students were each required to do twenty participation-observation hours. Most of us tried to observe two hours every week. While we were in the room observing Mrs. Irwin teach her classes, we were free to move about and help her in any way we could. After the pupils had learned their own songs and some of the others, they were coached on diction and enunciation. Mrs. Irwin, then, in collaboration with the teachers, chose two students from each grade to act as Heralds. They were to lead in the processions of nursery school, kindergarten, first, second and third graders. Their costumes were made by the parents and students and consisted of red leotards, red surplices, white collars and

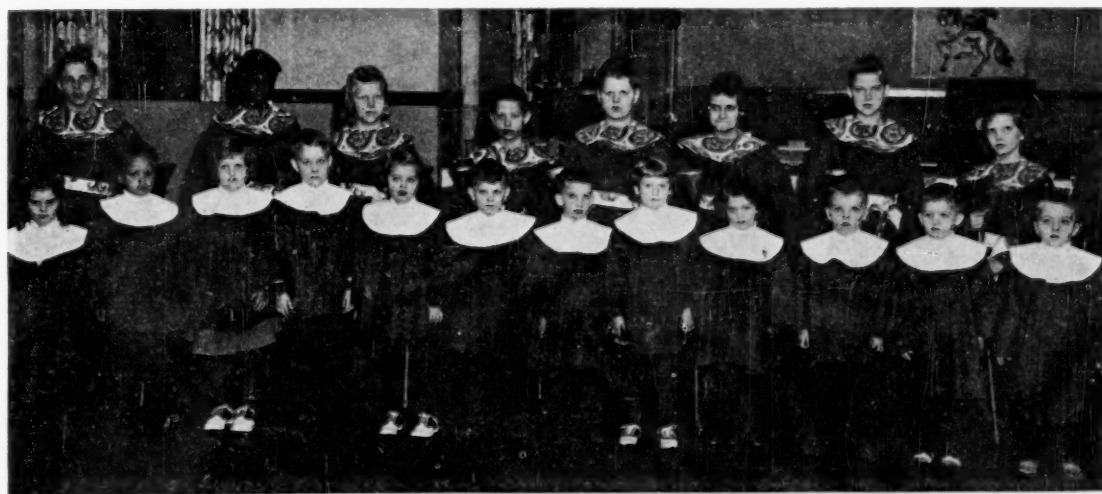
jewelled, figured sashes. They wore red beanies and each carried mid-victorian horns on which hung hand-made banners imprinted with red and gold dragon and crown designs. One of the students obtained the material for the trumpets, and Mr. Ciancone, the Laboratory School shop instructor, used his shop students in making them.

Mrs. Irwin had the nursery school children dress as Cherubs. They wore red leotards and surplices with large white collars. The rest of the children wore white shirts or blouses and dark slacks or skirts. These two groups, as well as all of the rest of the grades, sang two songs each. Mr. John Luntstrom, of the Laboratory School staff, read the scripture between songs, and Carol Osborne played the accompaniment to the songs on a Lowery Electric Organ which we rented from a music store in town. The huge backdrop, resembling a stained-glass window was made by the technical director, Mrs. Lucia Bolt, and her Dramatics Class.

The other activities that go along with organizing a production were supervised by committees chosen

from the Music Methods class students. Some of the activities of these committees were devoted to writing letters to parents, the college faculty, and student body; explaining and advertising the program through posters; designing and making costumes; constructing props; and presenting a television preview. For the television performance, several of the children who wore costumes in the program appeared on the Lary Lewman Show on WTHI-TV. They sang some of the songs that were to be sung in the program. Some of the Music Methods students also went to the individual classrooms and helped the children with the words to their songs.

Now, maybe you have a little better idea of the work and steps involved in producing a rather large-scale production as was "The Christmas Story in Song" put on by the Laboratory School of Indiana State Teachers College. One person could not have done it alone. It took the help and cooperation of many individuals as well as interest on the part of the children participating. Everyone involved profited immeasurably from this unique experience.



Nursery school "Cherubs" and Fifth and Sixth Grade "Heralds" in costume for "The Christmas Story in Song."

sentful, defiant, rude, sullen. (Talk about trying to reach the home through the child!)

Peggy, with vision in only one eye and with severe asthmatic condition, but with creative and leadership ability, is in charge of the Writer's Club.

I've only mentioned a few of my children, but each one portrays his individual characteristics. Do we still have our reading groups? Yes, we have four of them. The levels range from 1.6 to 6.5, but hopes are that we soon shall be doing individual reading.

What are the clubs doing? The dramatic club has planned and presented simple interpretations of stories. I wish you could have seen the beaming face of *timid* Mark when his last year's teacher commented on his free and spontaneous interpretation of the *Baggage* man. Won't this create a feeling of importance within him? This group has used the tape recorder for improving speech, making try-outs, and for rehearsals. The Writer's Club finds the tape recorder helpful in reciting their poetry. Both the Writer's Club

and the art group have used the opaque projector.

A member of the music group told some interesting highlights on the life of the composer, Sergei Prokofiev, before they played the record of "Peter and the Wolf" and showed an accompanying strip film. As Jimmie was concluding the report, he said, "My Mother and I figured he'd be 67 years old now."

Connie O., who is 9 years and 6 months old and who has a reading level of 2.9 was reporting on the Sewing Committee. They hope to make bandages for the hospital or the Red Cross. Until this project can be investigated they will each make a doll quilt. Plans were all written and carried out. Becky brought the materials, Judy the pins, and Connie the cardboard. The Cooking Group plans to make simple soups and hot and cold drinks to serve for "testing" parties. It was gratifying to watch this committee busily arranging a movable bulletin board last week. Linda, who is completely withdrawn, nervous, fearful, and easily upset, seemed over-zealous as she arranged

the finishing touches—the caption. A girl, never chosen as a friend by another child in my room, is now being accepted by her peers.

The other evening about 9 o'clock as I was going through the papers my children had handed me during the day, I came across Peggy's paper. Yes, I recalled Peggy's sad expression as she turned to her seat, for I had said, "Just place it on my desk. I'll look at it later." Why are teachers so anxious that pupils remember the daily lessons from uniform textbooks—day after day, page after page—oftentimes unrelated to the needs of the particular pupil. Peggy had wanted to share with me and with the other pupils a need that was vital to her at the time.

The teacher holds the fate of the child in his hands. He must utilize all of the resources at his command to enrich the child's experiences. His responsibility is awesome. If he fulfills it, he contributes richly to the progress of man and civilization. Why don't we ask ourselves each day—Does it open doors for them or merely fill spaces in their little heads?

## A Christmas Story in Song

LINDA DUGGLEBY, Senior  
Indiana State Teachers College  
Terre Haute, Indiana

No doubt, we have all been to many school Christmas programs. We have gone as parent, relative, or friend of some of the children in the program, or out of a sense of obligation to the school. Perhaps, we have even "caught" a little of the excitement the children have felt, but have we ever stopped to think of the work involved in getting a program organized and presented? Such an experience was the writer's privilege when assigned to a Music Methods class

with Mrs. Florence Irwin as instructor, during the Fall Term at the Laboratory School, Indiana State Teachers College. The Music Methods class had an enrollment of about thirty students, all of whom came into the classroom wondering what the "instructor" would require them to do to earn a credit for the class. We were soon to learn she wanted us to help her put on the school Christmas program. Undertaking such a task was excellent ex-

perience and fun for us as well as valuable help to her.

The first step in organizing the Christmas program involved having each grade compose two original melodies for poems Mrs. Irwin had chosen for their grade level. Every child from the first grade through the sixth grade, the two special classes, the nursery school, and the kindergarten were to be in the program. It was the first time in the Laboratory School's history that every child participated. This made it doubly hard for us to explain to the children what they were being required to do. The melodies the children composed were sung directly into the tape recorder and transferred off the tape to rough copy. Mrs. Irwin handled this work and the job consumed many after-

